

ATTITUDE BETWEEN SPORTS PERSON AND NON SPORTS PERSON: A COMPARATIVE STUDY



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ABSTRACT:

The purpose of present study to compare of attitude between sportsperson and non sportsperson. For the purpose of this study 50 male Students (25 from sportsperson and 25 from non sportsperson) was selected as subjects. The maximum participation of subjects was intercollegiate level in different game and sports. The age of subjects was range from 18-25 years. For the measure of attitude, attitude towards education questionnaire was used. Attitude towards education questionnaire was developed by Dr. S L Gupta (1971). To compare of attitude between sports person and non sportsperson Independent 't' test was used and level of significance was set at .05. The results of the study show that there is no significant difference was found between sportsperson and non sportsperson in relation to attitude. It was concluded that sportsperson and non sportsperson having same attitude towards education.



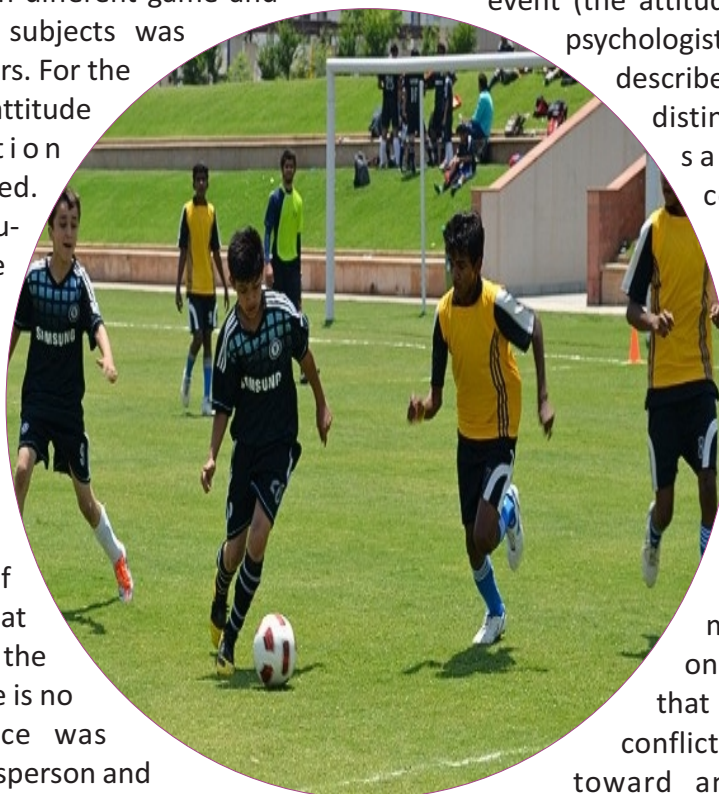
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KEY WORDS:

Attitude, Sportsperson and non sportsperson.

INTRODUCTION:

An attitude is an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). Prominent psychologist Gordon Allport once described attitudes the most distinctive and indispensable concept in contemporary social psychology. Attitude can be formed from a person's past and present. An attitude is an evaluation of an attitude object, ranging from extremely negative to extremely positive. Most contemporary perspectives on attitudes also permit that people can also be conflicted or ambivalent toward an object by simultaneously holding both positive and negative attitudes toward the same object. This has led to some discussion of whether individual can hold multiple attitudes toward the same



object.

An attitude can be as a positive or negative evaluation of people, objects, events, activities, and ideas. It could be concrete, abstract or just about anything in your environment, but there is a debate about precise definitions. Eagly and Chaiken, for example, define an attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor." Though it is sometimes common to define an attitude as affect toward an object, affect (i.e., discrete emotions or overall arousal) is generally understood to be distinct from attitude as a measure of favorability. Attitude may influence the attention to attitude objects, the use of categories for encoding information and the interpretation, judgement and recall of attitude-relevant information. These influences tend to be more powerful for strong attitudes which are easily accessible and based an elaborate knowledge structure.[9] Attitudes may guide attention and encoding automatically, even if the individual is pursuing unrelated goals.

METHODOLOGY

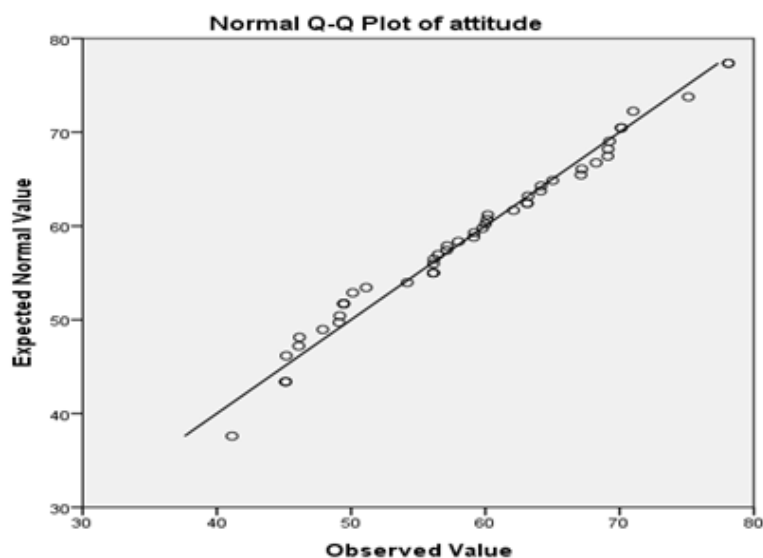
For the purpose of this study 50 male Students (25 from sportsperson and 25 from non sportsperson) was selected as subjects. The maximum participation of subjects was intercollegiate level in different game and sports. The age of subjects was range from 18-25 years. For the measure of attitude, attitude towards education questionnaire was used. Attitude towards education questionnaire was developed by Dr. S L Gupta (1971). To compare of attitude between sportsperson and non sportsperson independent 't' test was used and level of significance was set at .05.

RESULTS AND FINDING OF THE STUDY

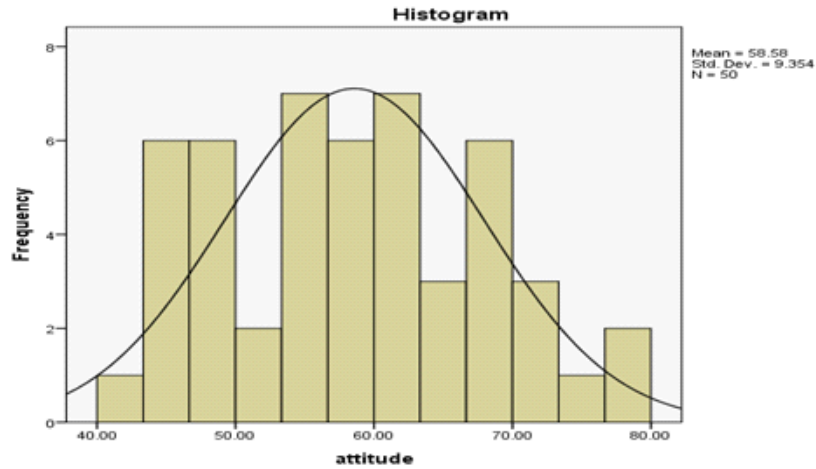
The data pertaining to attitude had been analyzed by using the descriptive statistics i.e. mean, standard error, and independent 't' test for attitude to find out the significant difference between sportsperson and non sportsperson. The level of significance to check the t-value was set at 0.05 level, which was considered appropriate for the purpose of the study.

Testing basic assumption to apply Independent 't' (Chan, Y. H., 2003)

Testing Normality of data by Q-Q Plots and Normal Curve



The Q.Q Plot compares the quantiles of a data distribution with the quintiles of a standardized theoretical distribution from a specified family of distributions (in this case, the normal distribution). In the above Q.Q. plots, the points are plotted along a line. The Q.Q. plots also verify that the distribution is normal.



From the histogram, the graph shows attitude data was follow normality of data distribution. It is also fulfilled the assumption of data.

By formal tests

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
attitude	.097	50	.200*	.970	50	.241
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Two formal tests named Kolmogorov- Smirnow test and Shapiro-Wilk tests were also applied to conform normality of data. The significance value of 0.097 (Kolmogorov- Smirnow test) and 0.97 (Shapiro-Wilk test) shows that the distribution is normal. It can be confident that population variances for each group are approximately equal and distribution is normal.

Since data fulfils basic assumptions to apply independent ‘t’ test was applied to compare of attitude between sportsperson and non sportsperson.

Table 1
Descriptive statistics of attitude between sportsperson and non sportsperson

Statistics		
	Sportsperson	Non sportsperson
Mean	62.1452	55.0168
Std. Error of Mean	1.67987	1.80676
Median	60.1200	56.1200
Mode	63.12 ^a	45.12 ^a
Std. Deviation	8.39933	9.03378
Variance	70.549	81.609
Skewness	.232	.342
Std. Error of Skewness	.464	.464
Kurtosis	-.361	-1.141
Std. Error of Kurtosis	.902	.902
Range	31.95	29.88
Minimum	46.15	41.13
Maximum	78.10	71.01

It is evident from table - 1 that mean and standard deviation scores of sportsperson and non sportsperson in relation to attitude has been found 62.1452 & 8.3993 and 55.016 & 9.0337 respectively. Standard error, range, kurtosis and skewness of sportsperson and non sportsperson of 1.679, 31.95, -0.361 & 0.232 and 1.806, 29.88, -1.141 & 0.342 respectively in relation to attitude. .

To observe the difference between sportsperson and non sportsperson in relation to attitude, the independent ‘t’ test was adopted and data pertaining to these have been presented in Table 2.

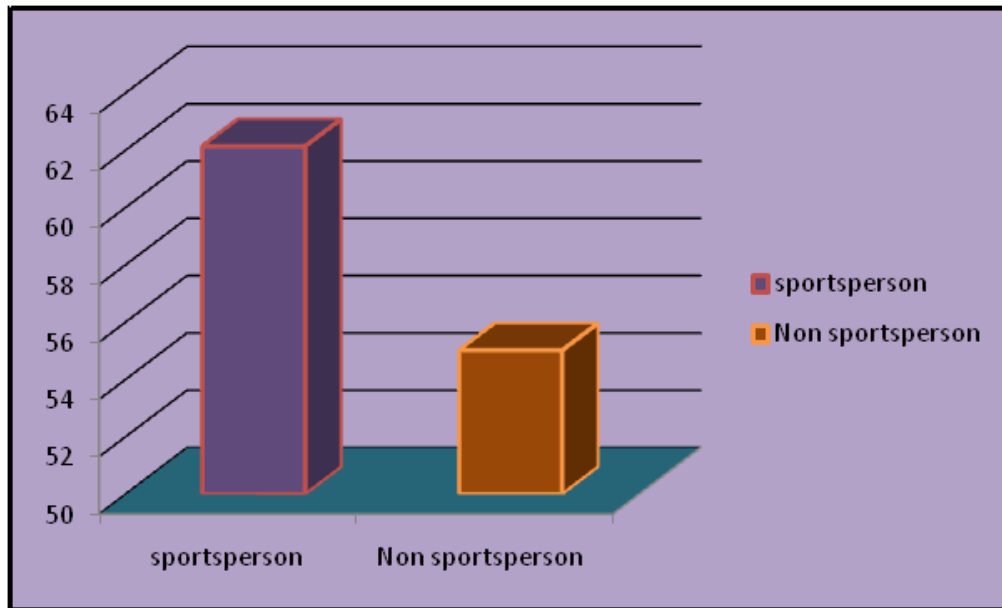
Table 2
‘t’ value of sportsperson and non sportsperson in relation to attitude

Variable	Group Mean		Mean Diff.	σDm	‘t’	Sig.
	sportsperson	Non sportsperson				
Attitude	62.1452	55.0168	7.1284	2.4670	2.889	0.006

Table 2 reveals that the calculated “t” 2.889 is lower than tabulated value at 0.05 level of significance. Thus it may conclude that sportsperson and non sportsperson having same attitude towards education. Graphical representation of mean scores of attitude of sportsperson and non sportsperson are presented in figure 1.

Figure 1

Graphical representation of mean scores of attitude of sportsperson and non sports person



DISCUSSION OF FINDINGS

Attitudes are the dynamic of human action. Unless people have favorable attitudes and interest towards what they set out to learn they cannot drive full benefit out of what is being taught. The development of healthy favorable attitudes is itself a phase of education. In the present study Physical education and general education teachers having same attitude towards physical education because both are having better knowledge and equal knowledge about physical education and sports. In relation to rural and urban teacher, urban teacher having better knowledge about physical education and sports compare to rural teacher because urban teachers having better facilities regarding the knowledge about physical education i.e., newspapers, T.V, Radio, physical education relation programme and watching live match etc. Sideridis GD and Chandler JP (1996) had studies on the title of “Comparison of attitudes of teachers of physical and musical education toward inclusion of children with disabilities.” 56 elementary teachers of physical education and 54 teachers of elementary music education responded to the Teacher Integration Attitudes Questionnaire which assesses teachers' attitudes regarding inclusion of children with disabilities into regular education settings. Analysis indicated that children with emotional and behavioral disorders were perceived less favorably by teachers of music education and children with orthopedic handicaps were perceived less favorably by teachers of physical education. The type and severity of disability appeared to influence teachers' attitudes towards including children with disabilities in regular education classrooms.

CONCLUSION

It was concluded that there was no significant difference found between sportsperson and non sportsperson in relation of attitude.

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